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ABSTRACT

This third in a series of six teaching modules on career/educational awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for one unit of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

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PROJECT S.P.I.C.E.

SPECIAL PARTNERSHIP IN CAREER EDUCATION

CAREER/EDUCATIONAL AWARENESS

A TEACHING MODULE

AUGUST, 1979

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CE 024 445

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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INTRODUCTION

Project S.P.I.C.E. (Special Partnership In Career Education) was conceived as a means of providing career awareness and exploration information to junior high aged educable mentally handicapped students. Six modules have been developed for the Project S.P.I.C.E. curriculum. These six modules are designed to meet the following elements of the National Standard Career Education Module:

1. Career Awareness
2. Educational Awareness
3. Economic Awareness
4. Beginning Competency
5. Decision Making
6. Employability Skills
7. Self Awareness
8. Attitudes and Appreciations

The six modules are entitled:

1. Self Awareness (Standard 7)
2. Attitudes and Appreciations (Standard 8)
3. Career/Educational Awareness (Standards 1, 2)
4. Decision Making/Beginning Competency (Standards 4, 5)
5. Economic Awareness (Standard 3)
6. Employability Skills (Standard 6)

Each module follows the same format: an overview and an activities section.

The overview includes: Module Objective; Student Performance Objectives; Module Organization; Module Utilization; Assessing Student Activities.

Following the overview are the activities of the module. The directions in the overview inform you of any necessary, additional materials needed for the completion of the module. Also, estimated time spans are included to help you schedule activities.

The modules are not intended to be strict rules for implementing a program, rather they are to be considered as guidelines and suggestions. You should feel free to alter, add, or exclude any of the activities included in the modules.

Materials for the Project S.P.I.C.E. Curriculum include:

1. Original materials designed by Project S.P.I.C.E. personnel and teachers.
2. Materials adapted from The Valuing Approach to Career Education, 6-8 Series, published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710.
3. Good Work, Choosing an Occupation, and Personal Finances, three workbooks from the Employability Skills Series published by the Florida Department of Education, Division of Vocational Education, published by the Center for Career Development Services, Florida Department of Education, Knott Building, Tallahassee, Florida 32304.

4. "Project GROW" - Gaining the Realities of Work through Career Education Activities. Published also by the Center for Career Development.
5. Activities adapted from Career Education Services, funded by the Office of Career Education, U. S. Office of Education, prepared by Health Education Research, Inc., 875 North Michigan Avenue, Suite 1850, Chicago, Illinois, 60611.
6. Commercially produced materials, Entering The World of Work, McKnight Publishing Company, Bloomington, Illinois, 61701; Don't Get Fired!: 13 Ways To Hold Your Job and Janus Job Planner, Janus Book Publisher. 3541 Investment Blvd., Suite 5, Hayward, California, 94545; People of the Forest: A Study in Human Values published by the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614; P.I.E.S. (Picture Interest Exploration Survey) published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710; Career Insight and Self Awareness Games, published by Houghton Mifflin Company, Boston, Massachusetts; Real World, a newspaper published by King Features Syndicate, Inc., 235 East 45th Street, New York, New York, 10017.

The career awareness and exploration program you establish for your students must meet their needs, just as Project S.P.I.C.E. met the needs of our students. Remember, Project S.P.I.C.E. is not a curriculum to be introduced in place of

an existing program but should be viewed as a method for infusing career awareness and exploration activities into the on-going curriculum.

Welcome to Project S.P.I.C.E. We hope you find it as exciting and successful as we have.

OVERVIEW

MODULE OBJECTIVE

The student will explore the variety of occupations found in the world of work.

STUDENT PERFORMANCE OBJECTIVES

The student will demonstrate increased knowledge of the variety of occupations found in the world of work.

MODULE ORGANIZATION

This module is designed to help students become aware of career choices and the educational requirements for various careers. The module is comprised of two major activities: community career consultants and student projects. Suggestions for other activities are included. Peer interaction, parental involvement and classroom instruction are necessary to this module.

MODULE UTILIZATION

Advanced planning and preparation are needed to implement this module. Contact community career consultants to schedule dates for on-site visits. Students should be prepared for participation in interviewing consultants prior to beginning this module.

Instructional time for this module should encompass the entire program. All other modules refer to information contained in this module.

The following additional materials are required:

Unit 1: Language Arts/Social Studies, Activity One: Telephone Directory.

Language Arts/Social Studies, Activity Three: Help wanted ads from the local newspaper.

ASSESSING STUDENT ACHIEVEMENT

Student achievement can be assessed in two ways: A. by evaluating the quality of each student's participation in the activities of the module and B. by administering the test, Educational Progress In Careers (EPIC).

A. Students participate in a variety of learning activities designed to help them achieve one or more of the objectives. Performance criteria can be established and used to evaluate student achievement based upon student participation in the learning activities.

B. Student attainment of the objectives for this module can be measured by M2, M3A, and M3B of the E.P.I.C. Test battery included at the end of the module. Directions for test administration and copies of the test may be obtained from the Dissemination/Diffusion Section, Division of Vocational Education, Department of Education, Tallahassee, Florida 32304, or contact your local district administrator.

LEARNING ACTIVITIES

Unit I

EXPLORING VARIOUS OCCUPATIONS

Student Performance Objective: The student will be able to:

1. Demonstrate increased knowledge of the variety of occupations found in the world of work.
2. Designate ten workers who need the most preparation for employment from a list of thirty-six worker titles.
3. Designate ten workers who need the least preparation for employment from a list of thirty-six worker titles.

Subject Area(s) - All Subject Areas

Activity One - Community Career Consultants

Introduce the term community career consultant. Explain to students that they will be talking with and learning from consultants throughout the program. Stress the value of an on-site visit or an in-class visit by the consultant. Discuss roles the students will fill during the experiences and what information you expect them to gather.

Assist students in drafting questions that should be asked of the consultant. Simulate an interview so that students become familiar and comfortable with asking questions of the consultant.

During consultant presentation and interview sessions with students, make note of pertinent information to be reviewed or augmented.

After each on-site visit or consultant visit to the classroom, each student should complete an occupational profile (see page CE-1).

Activity Two - Student Projects

Students participating in an on-site, or in-class visit by the consultants, will be responsible for presenting information to other classes. Introduce this activity to the students by explaining their task of teaching the other students.

Tell the students it is their responsibility to plan and prepare the presentation of information learned from the consultant(s).

Present a format the students may use as a guide in preparing the presentation but encourage originality. Secure the help of parents with special skills to train students in how to effectively use cassette recorders, still pictures, slides, video tape equipment, etc., for their presentations. Arrange to have the media specialist work with the students on techniques of presenting materials.

From pertinent information the teachers noted during the visit, assign student projects to reinforce the concepts presented by the consultants.

Activity Three - I Am Interested In. . .

Provide each student with an "I Am Interested In" sheet. You can either have students make up their own or you can duplicate sheets for them (see page CE-2). The sheet can include several points of information such as: name of occupation, education/training requirements, skills requirements, local sites of employment, employment outlook, and so on. You determine the information you wish them to record.

Throughout your program have students refer to their "I Am Interested In" sheets recording occupations and information as they become familiar with the world of work. Periodically assign students to discuss their sheets with parents, guidance counselors and other school personnel concerning their possible occupational interests.

Activity Four - Career Interest Survey

The use of P.I.E.S.(Picture Interest Exploration Survey), published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas 76710, (817) 776-1230, can assist students in taking a look at some careers or career clusters that may interest them.

This interest survey is an audio-visual instrument which requires no reading by the student. The student is required to view a series of slides in which workers' hands are pictured in actual performance of job tasks.

Introduce this activity by briefly explaining the purpose of viewing the slides. Follow directions as presented in the manual accompanying the survey.

Activity Five - Expanding Career Interest

A. At the conclusion of the interest survey, the slides and worker titles can be used as exploration tools for students. Provide students with a list of worker titles for the slides. Instruct the students to identify those titles in which they indicated an interest while completing the survey. Assign student projects to gather information about those occupations. Students can use the following methods:
   1. Observe/interview workers
   2. Audio-visual materials
   3. Printed references
      a. Dictionary of Occupational Titles
      b. Occupational Outlook Handbook
      c. Autobiography
      d. Books on a particular occupation
      e. Card file included in P.I.E.S.

B. Students should continue to explore occupations through gathering information about worker titles from P.I.E.S. in which they indicated no interest in the survey. Follow the same procedure outlined in Activity Five A.

Activity Six - Alternate Method

After completing the interest survey, you may want to guide the students to the worker pictures and titles in preparing them to focus attention on a particular content area related occupation. Review the slides, discuss students' thoughts and perceptions of how workers incorporate the content area information in the performance of their duties. For the occupations directly concerned with your content area, a more in-depth student project may be assigned as discussed in Unit I, Activity Two.

Students are now familiar with all occupations included in the P.I.E.S. inventory. Explain to students that they will be responding to the interest survey again. Upon completion the students may compare the two surveys and discuss the differences or likenesses in the occupational cluster in the two surveys.

This is also the time to discuss the importance of exploring a variety of occupations before entering high school. Encourage students to discuss the effect of their academic course selections in junior high school and high school on their possible occupational choice for the future.

Activity Seven - Education/Training Requirements

As students explore careers they should be concerned with the education/training requirements for occupations. They will hear such terms as high school diploma, on-the-job training, apprenticeship, college, and vocational training. Plan several lessons on descriptions of each term and institutions where the various education/training may be found. (See page CE-3)

Activity Eight - Learning Continues

As students become familiar with a variety of occupations and skills required for those occupations they must also become familiar with the need for continual learning. Through the exploration of careers, students learn the specific educational/training requirements needed to obtain employment. Assign students to talk with parents, relatives and neighbors about their occupations and education or training that was required to obtain the job. Students should also discuss with these persons the possible changes that have taken place on the job and how these changes have affected the need for retraining or additonal learning.

Activity Nine - The World Around Us Is Not Stagnant

To emphasize the important role of learning, or the ability and willingness to learn, select an occupation that was prevalent in the year 1779 (or any year you wish). Relate the occupation to the content area you teach. Through a series of activities and lessons trace the job to present date. Discuss the changes that have occurred in the performance of the job, reasons for the change, effect of changes for the worker and the role learning has had for the worker.

Unit I

EXPLORING VARIOUS OCCUPATIONS

Subject Area(s) - Language Arts/Social Studies

Activity One - Using The Telephone Directory

A. Introduce this activity to students by discussing the kinds of information found in the telephone directory. Plan several lessons on using the telephone directory. As the students become familiar with the format of the directory, how to find a person's name and number, the use of the yellow pages, and so on, provide students with activity sheets to be completed.

B. The telephone directory can also be used in the study of careers. Assign students the task of developing a personal phone directory for finding employment. Students should use the telephone directory to find the name of the business, the address and the phone number.

Guide the students in brainstorming the names of various occupations. List each on the chalkboard. From this list assist students in using the yellow pages to locate names of business establishments which may offer employment for each occupation. Students should write the information concerning that business as it would appear in the white pages of the phone book.

At the completion of this task, assign students to alphabetize all businesses as they would be found in the telephone directory.

Students have the beginnings of a personal career-related phone directory. Continue with this assignment until the students have completed the white pages of their phone book using the format of your local directory.

Activity Two - Career Charades

Introduce this activity to students by expanding the game of charades. Have cards with names of occupations familiar to students. Students are divided into two teams. On alternate turns a member from a team draws a card from the stack and pantomines the occupation. Points are awarded for a correct answer. You may wish to set time limits on the guessing period.

At the completion of the game, discuss the occupations, places for employment, educational/training requirements, and skills that are necessary for that job.

Activity Three - Using Want Ads To Find A Job

A. Introduce this activity to students by discussing the term "want ads". Discuss the type of publications that feature want ads. Plan several lessons on finding the want ads or classified section of newspapers and magazines.

   Discuss the variety of ads that are found in the classified section. Plan several lessons on how to read want ads.

B. Students should now be familiar with locating and reading want ads. Introduce this activity by presenting each student with a newspaper. Also give each student a list of occupations. Assign students the task of finding a listing in the want ads for each occupation. Students should circle the ads.

   At the completion of the assignment, discuss the ads with students. Discuss the information given in each ad, answering such questions as: Does the ad provide a clear picture of the job? Does it state the education/training required? Does the ad state any licensing requirements? Does the ad state a minimum age requirement? Does the ad state salary and fringe benefits? Does the ad state experience requirements? Does the ad state particular skills that will be necessary for the job?

   By reading want ads, students can be exposed to many different types of occupations. You may wish to do follow-up activities on writing want ads and appropriate methods of responding to want ads.

Activity Four - A Newspaper Just For You

Real World published by King Features Syndicate, Inc. 235 East 45th Street, New York, NY, 10017, is written especially for junior and senior high students. Published nine times during the year, Real World provided students with up-to-date information on a variety of occupations and career-related information. This newspaper can be a useful learning tool for your classroom.

Unit I

EXPLORING VARIOUS OCCUPATIONS

Subject Area(s) - Math/Science

Activity One - "What Would Life Be Like"

Introduce this activity to students by discussing the various inventions such as: electricity, preservatives in food, modes of transportation, medical procedures, calculators, computers and so on. Include in your discussion the ways in which the inventions have aided us in our daily lives. Also, discuss how these inventions have added or deleted occupations in the world of work. Have a discussion of the possible re-education/training of the various workers in relation to the invention.

Present each student with an activity card that has a statement written on it. (See page C-4 for examples.) Have the student read the statement to the class and discuss the possible effects of this event on our lives and on the job market.

Activity Two - Control of Pollution

In the past decade, pollution control has been a major emphasis for our environment. Introduce this activity to students by viewing three samples of water: 1.) tap water, 2.) ocean water, 3.) lake water. Discuss how these bodies of water are polluted. Experiment with adding various solutions to the water such as detergents, oil, sulfur, solid material, and so on.

Discuss the effect pollution has had on their lives. Students should also consider the careers in which to become involved in order to avoid or clean up our polluted environment. Additional information concerning careers in this field of science may be obtained from the State Department of Pollution Control.

ASSESSMENT INSTRUMENTS

EDUCATION AND SKILLS REQUIREMENT FOR A CAREER

Instructions: In the spaces provided below, write the name of an occupation that you might like to become. Then list the educational and skills requirements for that occupation.

OCCUPATION _____

EDUCATIONAL REQUIREMENTS _____

_____

SKILLS REQUIREMENTS _____

_____

M-2 - Worker Titles

Name as many worker titles as you can in 5 minutes.

M-3a - Education and Training Preparation

You will have 10 minutes to complete this form.

Directions: Read the list of 36 workers listed below, then mark only 10 out of the 36 workers who need the most preparation for employment. For example:

● Lawyer

---

1) Advertising Layout Specialist
2) Air Conditioning Contractor
3) Architect
4) Assembly Line Worker
5) Auto Rental Agent
6) Barber
7) Bookkeeper
8) Carpenter
9) Cashier
10) Certified Public Accountant
11) Cosmetologist
12) Dentist
13) Industrial Relations Engineer
14) Inventory Clerk
15) Keypunch Operator
16) Longshore Worker
17) Mechanic
18) Mechanical Engineer
19) Optometrist
20) Pharmacist
21) Physician
22) Plumber
23) Postal Worker
24) Quality Control Technician
25) Sales Clerk
26) Sheet Metal Contractor
27) Shipping/Receiving Clerk
28) Stage Lighting Technician
29) Teacher
30) Tool and Die Maker
31) Truck Driver
32) Veterinarian
33) Water Meter Reader
34) Waiter or Waitress
35) Welder
36) X-Ray Technician

M-3b - Education and Training Preparation

Directions: Read the list of 36 workers listed below, then mark only 10 out of 36 workers who need the least preparation for employment. For example:

● Supermarket Bagger

---

1) Advertising Layout Specialist
2) Air Conditioning Contractor
3) Architect
4) Assembly Line Worker
5) Auto Rental Agent
6) Barber
7) Bookkeeper
8) Carpenter
9) Cashier
10) Certified Public Accountant
11) Cosmetologist
12) Dentist
13) Industrial Relations Engineer
14) Inventory Clerk
15) Keypunch Operator
16) Longshore Worker
17) Mechanic
18) Mechanical Engineer
19) Optometrist
20) Pharmacist
21) Physician
22) Plumber
23) Postal Worker
24) Quality Control Technician
25) Sales Clerk
26) Sheet Metal Contractor
27) Shipping/Receiving Clerk
28) Stage Lighting Technician
29) Teacher
30) Tool and Die Maker
31) Truck Driver
32) Veterinarian
33) Water Meter Reader
34) Waiter or Waitress
35) Welder
36) X-Ray Technician

STUDENT WORKSHEETS

OCCUPATIONAL PROFILE

Name of Business _____

Name of Occupation _____

Educational Requirements _____

Duties _____

_____

Skills Required _____

_____

Tools Needed _____

_____

Most Important School Subject(s) _____

_____

Fringe Benefits _____

Unit I

All Subjects

Activity Three

"I AM INTERESTED IN. . ." Worksheet

Name of Occupation	Skills Needed	Education/Training Required

Unit I

All Subjects

Activity

"Types of Training"

Type	Description	Length of Time
On-the-job training	Specific training offered by Employer	Usually less than 6 months
High School Diploma and Vocational Technology	Graduation from high schoool or High School program designed to allow students to finish programs with entry level skills.	1-3 years
Associate Degree and Voc. Tech.	Community College & Jr. College and some 4 year colleges. Secondary skill training in specific vocational careers	2 years
Apprenticeship	A formal training program established between employee & employer. This training involves work experience & formal classroom instruction.	2-5 years Most apprenticeships last 4 yrs.
Bachelor's Degree	A formal 4 year training program leading to a degree from a college or university	4 years
Master's Degree	An advanced degree beyond a Bachelor's. This additional training is required for entry into certain careers	1-2 years beyond a Bachelor's Degree
Doctorate & Professional	Training to prepare one for professions such as Medicine, Dentistry, Law, Theology, Education & Research	3-5 years beyond a Bachelor's Degree

Information obtained from Career & Educational Planning Guide published by Center for Career Development Services, Florida Department of Education, Knott Building, Tallahassee, FL. 32304

Unit I

Math/Science

Activity One

Statements To Be Used on Activity Cards

What would life be like if bodies could be frozen at the time of death and brought to life at some future date?

What would life be like if you could visit another planet?

What would life be like if you could work only ten (10) hours a week?

What would life be like if you could read other people's minds?

What would life be like if you lived in a city under water?

What would life be like if you had jet-propelled backpacks instead of cars?

What would life be like if all parts of your body were replaceable?

What would life be like if your career became obsolete every five (5) years?

What would life be like if you were assigned a job at birth?

What would life be like if there were no schools?

What would life be like if you had a robot for a teacher?

What would life be like if there was no fuel for cars?

What would life be like if all food was in capsule or pill form instead of the way we know it today?

What would life be like if you were not permitted to vote?

What would life be like if you had to pay $5.00 for a loaf of bread?